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FEB 10 1958

WAYNE STATE UNIVERSITY

Report

of

THE COMMITTEE ON THE CALENDAR

Members of the Committee

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THE CALENDAR

Following the adoption of a resolution by the University Council on June 6, 1957, and with the advice of the Steering Committee of the University Council, the President established a committee to inquire into the feasibility of the quarter system. The Committee early agreed that the charge given to it related not so much to the feasibility of the quarter system as to the desirability of making better use of the calendar year. A preliminary statement of the Committee's work was set forth in the First Interim Report, which was presented to the University Council November 7, 1957; to the Graduate Council November 12, 1957; and to the Council of Deans November 19, 1957. Copies of the Interim Report were subsequently sent to all members of the faculty, and the Committee invited comments on its activities and on the problem under study. In addition to the many useful suggestions from faculty members and administrative officers, the Committee has had the benefit of the thinking of an all-student committee of the Student-Faculty Council. The Committee is now prepared to set before the councils of the University a series of proposals for more effective use of the calendar year, together with some corollary recommendations on related matters.

Clearly the University calendar cannot be considered realistically in a vacuum--that is to say independent of major educational philosophy, objectives and methods. In order that the context of these recommendations should be understood by all, the Committee feels that it should define the sense of urgency--distinctly greater now than when the Committee was appointed--which has moved its deliberations. This arises essentially out of the crisis of quantity compounded by a crisis of quality.

All American universities, and especially those that are publicly supported, are faced with imminent staggering increases in enrollment, due in part to the rising population curve, which has increased absolutely the numbers of persons in the college age group; due also to the changing patterns of our society which encourage increased percentages of that age group to attend college. The Committee has already affirmed, in its Interim Report, the view that publicly-supported institutions must meet in good faith the legitimate demands which are thus made upon them. This emergency, although national in scope, reaches dramatic proportions at Wayne State University, because of the relative youth of the University, because of the rapid expansion of the vast urban complex which it serves, and because of the woeful inadequacy of the physical plant presently available. The effective capacity of our campus under current patterns of utilization is an enrollment of approximately 20,000. Even with the elimination of the non-matric program, our credit campus enrollment will be 20,000 or

more by September, 1959. It is estimated that the number of students taking credit courses on campus by September, 1960, will be 22,000, if the facilities are available. And this is only the beginning. The University will have to resort to every conceivable means to extend the efficiency of its plant, and it is not too soon to begin now.

At the same time that this unprecedented population wave inundates the universities, there occurs an acute shortage of adequately trained teachers. The shortage is in part relative to the increase in enrollment; it is in part absolute, since the teachers who must solve the educational problems of high birth-rate years are themselves the product of low birth-rate years. The teacher shortage is an important part of the context in which a calendar decision must be made. It should be quite apparant that we cannot hope to teach twice as many students by hiring twice as many teachers to teach in twice as many classrooms. The methods by which we solve our current problems will necessarily differ from those to which we have been accustomed. We urgently need plant and staff which are not to be had in anything like the proportion needed. The Committee believes that we can, in a sense, trade time for space and augment staff by new teaching procedures, although this will mean giving up some values in favor of others and shifting emphasis in the teaching-learning process.

But the crisis of numbers is only half the problem. We are also facing what may be described as a crisis of quality. There is no denying that, as a nation, we have been for some time engaged in a general reconsideration of the whole educational fabric. The launching of the Russian sputniks has only dramatized the need for such a re-appraisal and made the public a party to it. This great national concern over our educational goals and methods cannot be ignored at Wayne. There is little point in adopting changes designed to accomodate more students unless we are certain that the education we offer them is sound. Sound education is rooted in scholarship and research, and so ultimately any administrative decision affecting the conditions of instruction must relate to the University's obligation to advance the frontiers of knowledge. The Committee does not imagine that it can solve the problem of quality, but it is determined not to recommend changes which will retain all the failings of the present system while introducing new vices as well.

In its investigation of the calendar, the Committee has naturally been led to pursue many other lines of inquiry. This report is accordingly divided into two principal sections. Part I deals with the Committee's recommendations on the calendar <u>per se</u>; Part II presumes to set forth the Committee's views and suggestions on related matters. In some of these related matters the Committee has a conviction about what should be done; in others it is quite content to indicate the problem and leave the solution to wiser heads. The Committee is aware that most of these matters are properly the responsibility of other committees or bodies of the University; it includes them here in order that the implications of the calendar change may be envisaged in the aggregate.

PART I -- THE CALENDAR

There is almost no limit to the possible variety of academic calendars. The form of the calendar is determined by the observance which we choose to make of the traditional holidays and the length assigned to the school year. The Committee has examined a number of variations of three basic types of calendar: the semester, the trimester, and the four-quarter. It should be emphasized that the experience of other universities is of only limited value, since no other institution has yet sought to make complete use of the calendar year in the sense in which the Committee understands "complete." The typical academic calendar, whether divided into semesters or quarters, assigns some thirty to thirty-six weeks to the school year, plus a summer session or "quarter" of varying length and academic value, catering to a somewhat different clientele, with a different and usually limited array of course offerings, and taught by only a fraction of the regular staff. As the Committee has already indicated in its Interim Report, the chief drawback of such a calendar is that the summer session cannot be fully utilized as a regular term; courses cannot be offered without student takers, and students will not enroll without serious academic inducements. In some professional schools and advanced areas of specialization which require concurrent courses in specific sequences, students cannot profitably carry on part-time study. The summer term is of real value only when the student can plan a complete program.

The Committee has long and earnestly considered ways in which the present calendar might be made more efficient by modification. Some of its views on the minimum reform measures which are feasible immediately are set forth in Part II below. But it has come ineluctably to the conclusion that the traditional academic calendar, regardless of the form of summer school, is unsuited to the future needs of the University. The Committee is agreed that any plan to make effective use of the calendar will involve major adjustments and that all terms must be of equal length if all terms are to be equally useful and attractive to the majority of our students. The student committee whose counsel this Committee sought expressed the view that:

> An equalization of the summer session in relation to the other semesters (or quarters) should be the first step in making a change in the system. There should be an equalization of opportunities for credit, course variety, session length, and quality.

For practical purposes, this view limits the alternatives to a twelve-month calendar of three or four equal terms.

As a guide to its own thinking, the Committee early adopted a set of criteria against which each calendar proposal was weighed. The following points represent substantial areas of agreement in the Committee's deliberations.

1. Relative efficiency (Maximum use of plant, rate of collective acceleration, total numbers accommodated.)

Efficiency may be calculated in a number of different ways. One of these is the extent to which good use is made of the plant. If we assign to the potential capacity of our plant under the present calendar an index figure of 100, the four-quarter plan would reach an index of 115 and the three-term or trimester plan, an index of 118. But, for reasons cited above, the Committee is convinced that the plant can never be made to operate at anything like real capacity under the present calendar; a calendar involving equal terms has much better prospects of achieving capacity use. It is likely, therefore, that the real gain under the four-quarter plan would be considerably greater than 15% and the gain under the trimester plan, considerably greater than 18%.

Another, and perhaps more significant, gauge is the rate of production or the number of degrees granted per year. Here the differences are even more striking. Let us assign to the conventional rate of student progress (two semesters per year) the index figure of 100. If the student attends an eight-week summer school as well, the index will be 125. If he attends four quarters, 133 1/3. If he attends three terms of semester length, the index will be 150. It is clear that, as among equal-term calendars, the figures speak for the trimester plan.

2. Educational soundness (Ideal length of term, individual acceleration.)

One of the alleged disadvantages of the quarter calendar is that the terms are too short, that quarter-length courses tend to become overloaded with material, that frequent examinations and counselling periods crowd the maturation process -- in short, that the schedule is too "tight." The Committee has not been able to find any objective evidence that the quarter term is educationally less sound than any other, but it acknowledges the widely held view that the term of semester length is better for the maturing process. In the three-term calendars which it has examined, the term would be of not less than fifteen instructional weeks, which is to say of semester length.

It must be emphasized that the acceleration discussed above under the heading of efficiency is the rate of collective acceleration. A great many thoughtful people doubt the wisdom of encouraging a high degree of individual acceleration. Since, at Wayne, fewer than 25% of the students now take their degree at the end of four years, the number who would elect to accelerate is probably limited. Nevertheless, we cannot afford to ignore the possibility, under a twelve-month calendar, of a considerable degree of acceleration where that seems desirable. Under the four-quarter plan, degree requirements could be fulfilled in

36 months; under the trimester calendar, in 32 months.

3. Articulation with other institutions (With public schools, junior colleges and other four-year institutions.)

The Committee wrestled at length with the problem of articulation. It was concerned about articulation with the high schools for admissions purposes, because of the necessity of workable practice teaching arrangements, and because of seasonal demands for graduate and professional courses. The Committee was concerned about articulation with the junior colleges because of the University's implicit commitments to these institutions as to the future composition of its student body. And the Committee was concerned about articulation with other four-year institutions because of the large (and increasing) percentage of transfers from elsewhere in Michigan and from outside the state. The Committee has come to the conclusion that no plan which makes full use of the calendar year can articulate at all points with all institutions for all purposes. It is likely that under any plan some special adjustments will have to be made to take care of specific needs in certain schools and programs. The Committee conferred with Dr. Samuel Brownell, Superintendant of the Detroit Public Schools, on some aspects of this problem and received assurances that the public schools could and would make adjustments to accomodate the teacher training program.

4. Effect on the Curriculum

Adoption of the quarter plan would force the University to an extensive reorganization of its curriculum. It has been the common experience of institutions which have changed their calendars that the self-imposed revision of course offerings and of course content was highly beneficial and rated as one of the chief arguments in favor of the change. While the Committee feels that this might be good, it recognizes the merit of undertaking curriculum reform without extraneous pressures. Adoption of the quarter plan would also involve changing degree requirements, instituting new measures of academic credit, completely rewriting catalogues, bulletins, registration forms, etc. Adoption of the three-term calendar avoids or reduces most of these problems, since it continues to make use of a term with whose dimensions the University is already familiar. By minimizing the mechanical aspects of transition, the University can spend more time to better purpose on the question of curricular reform, and do it in more deliberate fashion.

5. Advantages to the faculty.

This question and the following item have been dealt with as secondary considerations, not because they are less important than the foregoing, but because it is probable that satisfactory solutions can be found under any plan which the University might

adopt. The Committee has considered and, in Part II of this report, makes recommendations concerning student-faculty ratio, contract year, salaries and leave. It will suffice here to note that both three- and four-term plans seem adaptable to faculty needs, except that any twelve-month calendar will impose "vacations" at times of the year other than the summer period. It should be possible to keep the University fully staffed and still assure the faculty of one term out of four for research or other non-teaching activities.

6. Cost.

The Committee has not made a detailed study of budgetary questions. It believes, however, that the per capita cost of education under the three-term plan is demonstrably lower than under any other plan. While this is not a determining factor, it cannot be denied that requests for higher salaries, capital improvements, and the like are more apt to receive favorable consideration if it can be shown that the University is functioning efficiently.

As the Committee worked its way toward a conclusion, each member evolved for himself a system of evaluation in which he was at liberty to add to the foregoing criteria and give to each the weight which he felt appropriate. A sample copy of one of these evaluation sheets is attached to this report by way of illustration. It might be useful to the debate on these proposals if each council member were to try to work out a similar evaluation. Although no two members of the Committee were in agreement on all points, most members were in substantial agreement on the preponderance of weight in favor of the trimester calendar.

RECOMMENDATIONS

The Committee proposes that the University adopt as speedily as possible a calendar of three equal terms of fifteen complete instructional weeks each: the Fall Term to begin as soon as practicable after Labor Day and to continue about three weeks into December; the Winter Term to begin as soon as practicable after January 1 and to continue to about mid-April; the Spring Term to begin about the first week of May and to continue to about mid-August. This calendar does not contemplate institutional "vacations." It is obvious that under any plan to make use of the twelve-month calendar extensive vacations for students and staff members will be possible only if they withdraw from the continuous operation of the University. The proposed calendar does provide for "housekeeping" recesses of approximately two weeks at Christmas time and in April and of approximately three weeks around Labor Day. It envisages one-day recesses for Good Friday, May 30, July 4 and Thanksgiving Day.

The Committee recommends that the second half of the Spring Term be used for short courses designed to meet the needs of teachers taking advanced work. In the normal calendar year, an eight-week term

the end of which coincides with the end of the Spring Term would begin not earlier than the last week of June. This arrangement would conform to the present pattern of summer school elections by such students and would still provide a fairly generous vacation period before their own classes resume in September. The period after mid-August would continue to be available for one- or two-week courses, workshops, and the like. It may be found desirable to institute a similar short term to coincide with the second half of the regular Winter Term to provide for mid-year high school graduates.

The Committee further proposes, as a necessary condition of this calendar, the elimination of the registration period as a separate calendar item. Recent experience has tended to show the feasibility of early registration, and certainly any reduction of the press and confusion of the registration period will be welcomed by faculty and students alike. The Committee proposes that each term of the calendar become in effect the registration period for the succeeding, so that the registration process, except for necessary changes, will be complete before the between-terms recess. This arrangement will not increase the number of registration periods. More students will naturally increase the burden upon academic advisers and registration personnel, but it is hoped that the burden may be spread over a longer period and, in the case of the faculty, more equitably among a greater number of persons.

The Committee can find little justification for the present examination period. The chief advantage accrues to those departments which offer multi-section courses and where it is the practice to conduct group examinations. While recognizing the legitimacy of such an arrangement, the Committee does not feel that it warrants the setting aside of a week and a half per term which might better be used in instruction. Doubtless some special arrangement might be made for the continuance of group examinations on a restricted basis. The equitable examination of a number of sections of the same course should not be an insuperable obstacle to the elimination of the examination period as such. The Committee recommends the incorporation of the examination function into the regular instructional program.

Finally, the Committee wishes to defend the word "trimester." Although it is an etymological misnomer, it is perhaps no worse in this respect than "semester," and it does have a general recognition value. The Committee believes that the calendar should be called "trimester" to distinguish it from the "semester" and "quarter" calendars in use elsewhere (and to avoid such monstrosities as "tri-semester") and that each term should be called a "term."

PART II -- COROLLARY RECOMMENDATIONS

A. SCHEDULE REFORMS

In its concern with the calendar, the Committee investigated various proposals for making more effective use of the present plant

without altering the academic terms. Although its primary recommendation has to do with major calendar change, the Committee believes that there are several reforms which can be adopted forthwith, without waiting for this major change. The Committee is not so sanguine as to assume that the following efficiencies constitute a solution of the problem or will postpone for more than a year or two the main crisis of numbers, but it feels that every practical measure to increase plant use should be adopted. These reforms include increased use of classrooms at unpopular hours, rescheduling of evening hours, and use of Saturday classes.

A recent study of the use of general purpose classrooms indicates that during the three-hour period from 9:00 a.m. to 12:00 noon the University operates at approximately 85% efficiency. The two-hour period from 6:30 to 8:30 p.m., Monday through Thursday, is better than 80% efficient. At other hours, plant efficiency drops off sharply. For example, at 8:00 a.m. Tuesday morning only 33% of our general purpose classrooms are in use; at 3:00 p.m. Friday, 24%; at 8:00 p.m. Friday, 4%; and at 11:00 a.m. Saturday, 7%.

Classroom use is being thoroughly studied by the Legislative Study Committee under John Dale Russell, and it can safely be assumed that interest in the solution to the problem which we adopt will not be limited to faculty and students at this institution. Wayne State University has done a good job of scheduling so far; it must, however, explore ways of improving the job.

The table on page 9 shows the present use of general purpose classrooms:

USE OF GENERAL PURPOSE CLASSROOMS, FALL, 1957

Percentage of the 129 general purpose classrooms which are in use at the designated hours.

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
8:00	45	33	42	26	48	4
9:00	97	64	92	71	95	7
10:00	95	74	86	79	97	8
11:00	99	71	91	74	93	7
12:00	71	35	65	43	73	4
1:00	84	51	81	50	66	
2:00	60	35	64	9	47	
3:00	32	21	33	5	24	
4:00	16	12	18	5	13	
4:30	55	26	50	33	14	
5:00	60	32	54	46	8	
5:30	62	32	53	46	4	
6:00	56	34	47	47	2	
6:20	81	92	83	92	9	
7:00	95	100	98	100	8	
7:35	88	84	84	85	8	
8:10	70	60	64	61	4	
9:00	43	39	39	37	0	

Notes:

1. The low use shown for the 2, 3, and 4 p.m. hours on Thursday is the result of the Thursday assembly hour from 2 to 4 p.m. Four o'clock classes are involved because certain classes which would normally meet from 3 to 5 p.m. are not scheduled.

2. At any hour showing 95%, or more, use, the rooms should be considered fully scheduled since usually such rooms are fully scheduled at registration time and cancellations do not, and probably cannot, come through early enough to make the vacated classroom available to other classes.

The Committee recommends that the deans and department chairmen of the University consult this table in order to improve the use of unpopular hours of the day. Students may not like classes at 8:00 a.m. and 3:00 p.m., but experience in the immediate post-war years proves that, if the alternative to an unpopular hour is no class at all, these hours will be filled. The Committee thinks that this table should be revised annually as a regular guide for class scheduling. The use of special purpose classrooms will merit similar attention as increasing enrollment further taxes plant capacity. At present each department is pretty much the arbiter of its own efficiency in the use of such space, but as the competition for new space becomes keener the use of special purpose classrooms becomes a matter of University concern.

The Committee also feels that much greater efficiency of classroom use can be obtained by some rescheduling of evening classes. At present, classes after 4:00 p.m. are offered for 1, 1 1/2 and 2 hours (i.e. 50, 75, and 100 minutes) beginning on the hour, the half-hour, at twenty minutes past the hour, etc. A class scheduled at 6:20 p.m. is all right after a 4:30-6:10 class, but inefficient after a 4:00 - 5:40 class. A class scheduled from 7:00 to 9:00 p.m. precludes the use of the room for 6:00 to 8:00 and 8:00 to 10:00. Uniformity is one remedy for this kind of inefficiency. There seem, however, to be sound arguments against scheduling all evening classes, like daytime classes, according to a uniform time-table, since there is considerable variety in the needs and habits of students in different programs. The Committee believes that each department can contribute to University plant efficiency by distributing its classes in such a way as to make use of at least four hours in the 4:00 to 10:00 p.m. period. Some departments may wish to use two-hour blocks of time beginning at 6:20 and 8:20 or at 4:30 and 7:00; some departments may prefer other patterns. The important thing is that no department should seek to schedule all of its evening courses at the same hour or in overlapping periods.

The use of Saturday classes is a further efficiency that can be achieved under any calendar. This is especially true of advanced and specialized classes in which there are professional or business people who cannot attend school during the business week. Through a substantial program of Saturday classes, the University may establish a weekend-in-the-city pattern which will be more attractive to out-state students than the present pattern of late evening classes. And the regular full-time student may discover that classes meeting, say, Tuesday, Thursday, and Saturday are just as convenient as those meeting on Monday, Wednesday, and Friday.

Finally the Committee wishes to draw attention to one of the simplest devices for increasing total plant efficiency -- the off-campus program. To the extent that other institutions are able and willing to make classroom facilities available for University credit programs, the burden of on-campus enrollment is eased. The Committee recommends the continuance and judicious expansion of off-campus credit programs.

B. BASIC CURRICULUM REFORM

In its First Interim Report, the Committee affirmed the conviction

that calendar cannot be divorced from curriculum. Such concerns as intellectual maturation, the relative value of intensive and extensive study, and the number of ways that the student's energies may legitimately be divided are more important than numbers of students. The President's Committee on Education Beyond the High School, which has rendered outstanding service in the findings of its Second Report (July, 1957), has proposed one major kind of qualitative reform:

> The proliferation of narrow course offerings is worthy of note. In part, this simply reflects man's desire to categorize his ever-growing specialized knowledge. But, just as it is surely unwise for all institutions to attempt to offer detailed courses in all areas of knowledge, it seems equally unwise for any institution to conduct numerous small classes on peripheral or narrowly specialized subject matter, particularly at the undergraduate level. The result may be to dissipate teaching resources without necessarily strengthening the student's education. The Committee strongly suspects that the majority of colleges and universities could improve the quality of education offered by reducing substantially the number of courses offered and using the resources thus released, including faculty and student energies, to improve the rest. The Committee urges that faculties themselves, being best qualified to do so, earnestly and periodically review their own institutions' curricula in the light of students' educational needs, major objectives and available resources. (Second Report pp. 32-33)

Unfortunately, the credit hour system encourages fragmentation. At Wayne, the mode of student course elections is three credit hours per course, and it may be argued that the average student spends too little time on any one subject. In those cases where he elects courses of one or two credit hours, he may take seven or eight courses simultaneously, thus further dissipating his energies. The University at present does nothing to discourage this pattern. A cursory reading of the University catalogues reveals a proliferation of small-bore courses. Even if they are conducted according to the most rigorous academic standards, they cannot in the aggregate be justified as pedagogically sound.

While the Committee recognizes the widespread sentiment in favor of separating curriculum reform from the calendar question, it does not feel that the reform is any less urgent. It recommends that the several colleges and the University Council through its Curriculum and Instruction Committee give thought to changes in the curriculum whereby:

1. Comprehensive courses would be organized to replace fragmentary courses thereby substantially reducing the number of courses offered.

2. The student's time and attention would be divided among a minimum number of subjects of major importance.

3. The student would be encouraged to independence of inquiry.

4. The student and the teacher would be freed from the concept that the class hour is necessarily related to the credit hour.

5. Encouragement would be given to varied means of determining competency, in addition to the completion of specific courses.

C. TEACHING METHODS ADAPTED TO CURRENT NEEDS

Any increase in the size of the student body will involve the appointment of additional staff, more work for the present staff or new techniques for dealing with larger numbers. In view of the prospective scarcity of properly qualified teachers, the University will simply not be able to increase its staff in the same proportion in which it increases the student capacity. It is certain that in the years immediately ahead the college professor will have to work harder than ever before, since the inadequacy of numbers will have to be offset by greater effectiveness, with or without mechanical aids. It is equally certain that academic salaries will be proportional to the efficiency with which the nation's educational needs are met. It is a basic assumption of this report that the direction in which we must move is increased rewards for increased effectiveness.

Mr. Beardsley Ruml has suggested in a recent article (Atlantic, April 1957) one means of achieving greater efficiency:

> "The twenty-to-one rule, a ratio of one teacher to twenty students, is not taken seriously at the present time and when discussed is bitterly attacked. Most of the opposition comes as a result of misunderstanding, of a naive acceptance that a ratio of ten to one makes a better college than a ratio of twenty to one. It is thought that the suggestion depends on an increase in the size of every class. But the increase in ratio could come from restoring the formal lecture to its traditional place as a method of teaching. And very little lecturing will be required. A college with a faculty of two hundred will need only eight lecturers to bring the discussion and seminar groups to a maximum of fifteen students or fewer. The really wasteful teaching is done in the classes that have between twenty and sixty members."

Student-faculty ratio is difficult to define and even more difficult to interpret. The small campus institution with a full-time faculty and a full-time student body may know what it means by student-faculty ratio; the large urban university, with its many personnel categories and its exceedingly complex pattern of student attendance, generally prefers not to think in terms of student-faculty ratio. Nevertheless, the figure offers a rough index of the total teaching load which we seek to divide as equitably as may be. By rough approximation, Wayne had a 17.5:1 student-faculty ratio in the second semester of 1956-57. If the University were to experience a 20% increase in enrollment, the faculty would naturally have to increase by 20% in order to maintain the present student-faculty ratio. If on the other hand, we were to accept Mr. Ruml's persuasive reasoning and adopt a 20:1 ratio, the resulting faculty increase would be only about 5%.

Whether or not Mr. Ruml's precise figures are accurate, the Committee believes that, under certain circumstances, the University may safely increase its student-faculty ratio without prejudice to teaching and research standards. The means whereby such an increase can be achieved may include the use of devices such as closed circuit television, visual-auditory aids, instructional procedures which place on the student more responsibility for self education (as suggested above), and reduction of non-teaching duties of faculty members. They should certainly include the use of large lecture sections whenever the elements of the situation warrant it. The Committee agrees with the President's Committee on Education Beyond the High School that "the coming pressure of enrollment, plus the coming shortage of teachers, make it urgent that /experimentation on class sizes/ be stepped up so that valid uses of large group instruction can be widely applied." The Committee recognizes that class size and teaching techniques will depend on subject matter, the temperament and talent of the faculty member, and the academic level and ability of the students. It recognizes also that at a university such as Wayne a great variety of class size is necessary and desirable. Nevertheless, while acknowledging that there is a virtue in teaching small groups of students, the Committee wonders, like a similar faculty committee at Dartmouth, whether our courses are not "excessively virtuous." It urges each college, division and department to a careful reassessment of class size along with other factors affecting student-faculty ratio, with the object of substantially increasing instructional efficiency.

D. EFFECTS ON THE FACULTY

It should be recognized that any increase in student enrollment brought about by manipulation of the calendar can be effected without comparable increase in capital investment. This means lower per capita cost. Similarly, any increase in teaching effectiveness resulting in higher student-faculty ratio will effect real savings in operating costs. This, too, means lower per capita cost. A portion of these per capita savings should properly accrue to the faculty as increased rewards for increased productivity. These benefits might, in theory, take the form of reduced work load, increased compensation, extension of fringe benefits, etc. In practice, any substantial reduction of work load is almost sure to be ruled out by the increased number of students. The Committee believes that the calendar change which it proposes can, however, work to the advantage of the faculty in other ways. The proposals set forth below are tentative in nature, subject to more thorough investigation by the Faculty Affairs Committee, the Long-Range Salary Policy Committee and other interested bodies.

Adoption of a twelve-month year for the institution does not necessarily entail a twelve-month year for either student or faculty member. Indeed, there is good reason to limit the span of continuous class work for both. Certainly no one should be expected to teach all year long, year in and year out. The major change involved in adoption of any twelve-month calendar is that a goodly fraction of the faculty will be relieved of classroom responsibilities at some time other than summer.

Details of how this rotation is to be determined can best be worked out in each college and department. The periodic enforced unemployment which passes for an academic "vacation" has little to recommend it. It is clear that every college professor worthy of the name needs time for reading, reflection, research, preparing new courses and discovering ways to improve old ones. This kind of indispensible freedom from routine can only be had with economic security. Every dollar which the University invests in productive security will bear dividends in the form of higher academic standards. This is particularly true at an institution like Wayne where the urban climate and sheer size combine to create demands and tensions that are not conducive to continuous research. The Committee strongly believes that adoption of the trimester calendar will increase both the opportunity and the incentive for basic research and productive scholarship.

The Committee proposes that a twelve-month contract year be adopted at Wayne for regular full-time faculty members and that the individual faculty member be relieved of classroom responsibilities during one out of every four terms. During this fourth term, he would remain under a contractual relationship to the University at full pay and would be assigned to scholarly or creative activities. The individual would not be available for remunerated work elsewhere except on approved leave without pay.

The Committee further proposes that the adoption of a twelve-month contract year be accompanied by an immediate minimum increase in faculty salaries to 12/10 of their present levels. Faculty productivity through collective acceleration will increase by 12.5% and there will be a further efficiency realized by modification of the student-faculty ratio. The remaining fraction of the increase is certainly not out of line with the general national trend in academic salaries.

Finally, the Committee proposes that, subject to the right of the faculty member to accumulate "fourth" terms, the granting of sabbatical leave be discontinued. It is suggested that the Dean of the College might be empowered to authorize the accumulation of two terms and that the President might reserve the right to authorize the accumulation of three such terms, which should be the maximum. The Committee endorses the University research policy statement which envisages research grants to the faculty for specific projects. These should be made without prejudice to the one term in four, which would be a matter of entitlement.

CONCLUSION

Any major change involves major adjustments, and any proposal for change lays the proponent open to charges of confusing activity with progress. The Committee has searched its collective conscience to justify each of the foregoing recommendations. It is satisfied that it has not been tilting with windmills. A new order of responsibility has fallen upon American colleges and universities which demands major adjustments of faculty, students and non-academic personnel alike. Therefore, the Committee

strongly urges the most serious consideration and the adoption of the recommendations presented in this report.

January 21, 1958

(signed) Walter Folley
Winfred Harbison, Executive Vice-Chairman
Robert Jamison
Henry Pixley
E. Burrows Smith, Secretary

EVALUATION OF CALENDARS

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N. B. This is a sample evaluation sheet, and the Calendar Committee does not endorse either the scale of relative importance or the relative weight assigned to any of the factors listed.

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Each factor is rated according to relative importance 1, 2 or 3, 3 being of greatest importance.

Under each calendar, a weighting number is assigned to each factor. The weighting numbers are 0, 1 and 2; 2 being the most favorable.

The product of these two numbers gives the relative weight of each factor for each calendar. The sum of these relative weights gives an index of comparison between calendars.

FACTOR	RELATIVE IMPORTANCE	TRIMESTER	QUARTER	MODIFIED SEMESTER
Capacity (rate of collective acceleration)	3	2 = 6	1 = 3	1 = 3
Encouragement of curricular reform	3	0 = 0	2 = 6	0 = 0
Soundness of term length	2	2 = 4	1 = 2	2 = 4
Individual acceleration	2	2 = 4	2 = 4	1 = 2
Relative cost	2	2 = 4	1 = 2	1 = 2
Articulation with public schools	1	1 = 1	1 = 1	2 = 2
Scheduling difficulties	1	2 = 2	2 = 2	1 = 1
Additional staff burden	1	2 = 2	1 = 1	2 = 2
Equalized staff (rotation)	1	2 = 2	1 = 1	1 = 1
Student work opportunities	1	2 = 2	2 = 2	1 = 1
		27	24	18

SUMMARY

I. Calendar recommendations.

A. Adoption by the University as speedily as possible of a trimester calendar of three equal terms of fifteen complete instructional weeks each. The Fall Term to begin as soon as practicable after Labor Day and to continue about three weeks into December; the Winter Term to begin as soon as practicable after January 1 and to continue to about mid-April; the Spring Term to begin about the first week of May and to continue to about mid-August.

B. As additional and necessary features of this calendar:

1. Institution of an eight-week term to coincide with the second half of the Spring Term.

2. Elimination of the registration period as a separate calendar item.

3. Incorporation of the examination function into the regular instructional program.

II. Corollary recommendations.

A. More efficient use of existing University facilities.

1. Increased use of classrooms at unpopular hours.

2. Rescheduling of evening hours in such a way as to permit at least four hours use of each classroom in the 4:00 to 10:00 p.m. period.

3. Further use of Saturday classes.

4. Judicious expansion of off-campus programs.

B. Basic curriculum reform.

1. Comprehensive courses to replace fragmentary courses and reduction of the number of courses offered.

2. Division of the student's time among a minimum number of subjects of major importance during any one term.

3. Encouragement of students to independence of inquiry.

4. Freeing of student and teacher from the concept that the class hour is necessarily related to the credit hour.

5. Encouragement to varied means of determining competency and accomplishment in addition to the completion of specific courses.

C. Student-faculty ratio.

1. Reassessment of class size and teaching techniques, with the object of substantially increasing instructional efficiency.

D. Faculty status.

1. Adoption of a twelve-month contract year for regular full-time faculty members, with provision for relief from classroom responsibilities during one term out of every four.

2. Immediate minimum increase in faculty salaries to 12/10 of their present levels.

3. Provision for accumulation of "fourth" terms up to a maximum of three such terms (one calendar year).

4. Discontinuance of sabbatical leave.

MINORITY REPORT

The minority recommends that all possible means of using more efficiently the resources of the University, short of calendar change, be tried in an effort to meet the demands of increasing enrollments. Schedule reforms, basic curriculum reforms, and use of teaching methods better adapted to current needs are outlined and discussed in the report of the Committee on the Calendar, Part II -- Corollary Recommendations. Furthermore, it is quite possible that some units of the University can make better use of the summer period than has been done in the past. As more applicants request admission to the University it would be possible to make admission in the fall semester for some students contingent upon summer school attendance preceding the fall semester. The proposed calendar change would create problems sufficiently serious that the disadvantages should be weighed carefully against proposed advantages.

In-service teachers could not use the summer trimester because it would start approximately seven weeks before their school closes in June. While the College of Education would have to run a summer session suited to the free time of in-service teachers, which it could arrange its program to do, the rest of the University would be on a different schedule. This situation would really force the College of Education, which has to serve its profession, to operate in a spectrum of courses in which no teacher in service could have access to a full compliment of University courses in the summer. This would force a narrowing of his education, which runs directly counter to the trend in teacher education. At a time, for example, when science and mathematics for teachers are being widely stressed, Wayne would change its calendar to eliminate in-service teachers from science and mathematics classes in the summer time. The College of Education might be forced to offer its own liberal arts content as is done in many other major institutions. Graduate Education students in the 1957 summer session numbered 1346 or 62.5% of the total graduate registrations.

Any predicted increase in Education undergraduate enrollment in the summer session under the trimester plan would probably fail to materialize. These students have to use the public elementary and high schools for their laboratory work, and these schools are not in session during the summer. Thus, the summer trimester would bring a drop in enrollment over the other two trimesters in the College of Education, which College accounts currently for 31.6 per cent of the senior college enrollment of the University.

Coordination with the public schools in student teaching, in other types of field work, and in research would be made less efficient by the differences in the calendars. Approximately the last nine weeks of the public school year, for example, would probably be little used for this laboratory work because two weeks would coincide with the University spring vacation and approximately seven with the first part of the summer trimester.

Another problem of articulation of calendars would present itself to mid-year (January) graduates of high schools and junior colleges and to transfer students from other colleges and universities on the semester plan. Such students would have to wait approximately fourteen weeks to enter Wayne if the proposed calendar were to be adopted. This group is a sizeable one. February 1958 admission figures indicate that between 500 and 525 freshmen will register. In addition, close to 500 transfer students with advance standing will register. These figures do not include 175 to 200 students entering regular work from the trial program.

Wayne is committed to cooperating with junior colleges as it proceeds on the plan to hold its junior college enrollment approximately constant and allow its expansion in senior college and graduate programs. The Survey of Higher Education in Michigan, Staff Study #1, reported in June 1957, showed that enrollment in community colleges increased from 4,022 in 1951 to 16, 473 in 1956, or from 4.6% of the total collegiate enrollment in the state in 1951 to 12.2% in 1956. Predictions are for the trend to continue. Dr. S. P. Martorana recommended to the Michigan Legislative Study Committee on Higher Education in the same survey report the establishment of ten additional community colleges in the metropolitan Detroit area.

Serving mid-year high school graduates and transfer students with special classes, a possibility suggested in the Committee Report, would bring about inefficient use of plant and faculties and added expense, and at best would give them only limited offerings. Facilities made available to these beginning and transfer students about the first of February would probably have to be saved for them and not used during January. They could not complete a full semester's work entering a month late.

Hence the limitations in the present summer session noted by the Committee would not only be shifted to a different group of students in the summer, but would also be created for a sizeable group of students and faculty in the winter semester.

Perhaps minor problems of calendar articulation, but ones to be considered, nevertheless, are several affecting primarily faculty. Family vacations would present problems for faculty members with children in elementary and high schools or with family members employed in other schools and colleges on the semester plan, which is the most general calendar. Use of leaves to work in institutions on the semester plan would be difficult.

For reasons presented I urge a serious and fair trial of all other measures to provide for increasing enrollments, specifically those presented in the Corollary Recommendations of the Committee Report. Only if and when all these measures fail would I concur in recommending a Calendar change to the trimester plan, believing that it would bring the serious disadvantages described. In order to make my position clear I

propose that this minority report be substituted for Part I of the Majority Report. I recommend rejection of Summary Recommendations I A, B 1, and II D. I recommend approval of Summary Recommendations I B - 2 and 3, II A, B, and C.

January 21, 1958 (signed) Ruth Ellsworth